## Implementation Levels of Formative Assessment Key Strategies

Key Strategies	Zero	Level One	Level Two	Level Three
	(Unsatisfactory)	(Basic)	(Proficient)	(Exemplary)
Clarifies and shares learning	Does not communicate	Inconstantly	Clearly communicates	Consistently
intentions (targets) and criteria	targets and criteria to and	communicates targets	targets and criteria to and	communicates targets
for success with students during	with students	and criteria to and with	with students. Sometimes	and criteria to and with
all phases of learning		students. Does not link	links targets and criteria	students. Always links
		targets and criteria to	to student work and	targets and criteria to
		student work or	assessments	student work and
		assessments.		assessments. Students
				have opportunity to
				participate in goal and
				criteria setting.
Engineers effective classroom	Discussions, questions,	Discussions, questions,	Discussions, questions,	Discussions, questions,
discussions, questions, and	and tasks do not move	and tasks attempt to	and tasks develop a flow	and tasks consistently and
learning tasks that move students	students into higher	move students into	from lower to higher	seamlessly flow from
forward and into deeper levels of	order thinking or	higher order thinking or	level thinking and move	lower to higher level
understanding	metacognition	metacognition	students into	thinking and move
			metacognition	students into
				metacognition
Provides on-going descriptive	Feedback does not aligns	Feedback rarely aligns	Feedback attempts to	Feedback aligns targets
feedback directly related to	targets and criteria to	targets and criteria to	align targets and criteria	and criteria directly to
targets and criteria and designed	student performance, it is	student performance, it is	to student performance,	student performance, it is
to move students forward in	not provided during the	frequently removed from	it is often timely, it is of	timely, of high quality,
their learning	learning process, it is of	the learning process, it is	inconsistent quality, and	and there is frequent
	poor quality, and there is	of poor quality, and there	there is some opportunity	opportunity for students
	no opportunity for	is very little opportunity	for students to apply the	to apply the feedback.
	students to apply the	for students to apply the	feedback	
	feedback	feedback		

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Activates and engages students	Students are rarely aware	Students are	Students are regularly	Students are consistently
as the owners of their own	of the degree to which	inconsistently aware of	aware of the degree to	aware of the degree to
learning	current performance	the degree to which	which current	which current
	meets established targets	current performance	performance meets	performance meets
	and criteria through	meets established targets	established targets and	established targets and
	teacher systematic	and criteria through	criteria through teacher	criteria through teacher
	feedback. Students do not	teacher systematic	systematic feedback	systematic feedback.
	engage in goal setting or	feedback. Students rarely	Students sometimes	Students frequently
	discussions about their	engage in goal setting or	engage in goal setting or	engage in goal setting or
	own learning.	discussions about their	discussions about their	discussions about their
		own learning	own learning.	own learning.
Uses formative assessment to	There is no instructional	There is very little	There is an attempt to	There is embedded
inform decisions during the	use of formative	instructional use of	embed the instructional	instructional use of a
instruction and learning process	assessment strategies.	formative assessment	use of a variety of	variety of formative
	Assessment results are	strategies and they are	formative assessment	assessment strategies
	not used to inform	rarely aligned to targets	strategies inconsistently	aligned to targets and
	instruction during the	and criteria. The results	aligned to targets and	criteria. The results are
	learning process. They	are rarely used to inform	criteria. The results are	used to inform
	are inappropriate,	instruction during the	sometimes used to inform	instruction during the
	infrequent, and do not	learning process. They	instruction during the	learning process. They
	attempt to reflect	are sometimes	learning process. They	are appropriate, frequent,
	students' understanding	inappropriate, infrequent,	are often appropriate,	and designed to reflect
	of established targets and	and only attempt to	infrequent, and	students' understanding.
	criteria.	reflect students'	somewhat designed to	
		understanding.	reflect students'	
			understanding.	

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